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NEWS AND NOTES

FIFTH ANNUAL MEETING OF THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH

The fifth annual meeting of the National Council of Teachers of English will be held in Chicago, November 25-27, 1915. The headquarters will be in the Auditorium Hotel, which offers special rates to those attending the convention.

PROGRAM

THURSDAY, NOVEMBER 25, 6:00 P.M.

Dinner for representatives of local societies, officers of the Council, and chairmen of committees. Topics for discussion: (1) Affiliation; (2) The Movement for Better Speech; (3) The Library in the School. The Board of Directors will meet at 4:00 P.M. in Club Room No. 1.

FRIDAY FORENOON, NOVEMBER 26

General Session, Banquet Hall, Ninth Floor, 9:00 A.M.

President's Address—E. H. KEMPER McCOMB, Manual Training High School, Indianapolis, Indiana.

Shakespeare's Response to What the Public Wants—JOHN L. LOWES, Washington University, St. Louis, Missouri.

Literature and the Art of Thinking—EDWIN MIMS, Vanderbilt University, Nashville, Tennessee.

FRIDAY AFTERNOON, NOVEMBER 26

SECTION MEETINGS, 2:00 P.M.

Elementary-School Section, Club Room No. 1, Mezzanine Floor

Chairman: MARY B. FONTAINE, Supervisor of English, Charleston, West Virginia

The Work of a Supervisor of English—MAY BUMBY, Racine, Wisconsin.

The Improvement of Oral Reading—Speaker to be announced.

The Problems of Written Composition—STERLING A. LEONARD, State Normal School, Milwaukee, Wisconsin.

High-School Section, South Room, Ninth Floor

Chairman: CORNELIA STEKETEE HULST, Central High School,
Grand Rapids, Michigan

- The Teaching of Versification in the High School—ELEANOR F. DEEM,
Central High School, St. Paul, Minnesota.
- The Emotional Element in High-School Literature—BERTHA EVANS
WARD, Hughes High School, Cincinnati, Ohio.
- The Adjective and the Verb in Poetry—A. H. R. FAIRCHILD, Univer-
sity of Missouri, Columbia, Missouri.
- The Question of Formal Grammar—EDWIN FAIRLEY, Jamaica High
School, New York City.

College Section, South Parlor

Chairman: KARL YOUNG, University of Wisconsin, Madison, Wisconsin

- Report of the Committee on the Preparation of College Teachers of
English—JAMES FLEMING HOSIC, Chicago Normal College.
- Discussion of the Report: CHARLES SEARS BALDWIN, Columbia Uni-
versity; FRANK G. HUBBARD, University of Wisconsin; JOHN M.
MANLY, University of Chicago; EDWIN MIMS, Vanderbilt Univer-
sity; A. B. NOBLE, Iowa State College; FRED N. SCOTT, University
of Michigan; J. E. WELLS, Beloit College.

Normal-School Section, Room 230

Chairman: FLORENCE U. SKEFFINGTON, Eastern Illinois Normal School,
Charleston, Illinois

- The Organization of the English Course in Normal Schools—C. R.
ROUNDS, Inspector in English for Wisconsin Normal Schools,
Madison, Wisconsin.
- An Attempt at Working Out a Course in English—ANTHONETTE
DURANT.
- Preliminary Report of the Committee on English in the Normal School
—W. H. WILCOX, Maryland State Normal School, Baltimore,
Maryland.

Public-Speaking Section, North Room, Ninth Floor

Chairman: FRANK M. RARIG, University of Minnesota, Minneapolis, Minnesota

- Oral Composition in the High School—MAY MCKITRICK, Assistant
Principal, East Technical High School, Cleveland, Ohio. Dis-
cussion: C. G. OLNEY, Central High School, Toledo, Ohio.
- Practical Applications of Oral Expression in High Schools—MARY E.
COURTENAY, Englewood High School, Chicago, Illinois.
- Preparation in Expression of High-School Teachers of English—T. C.
TRUEBLOOD, University of Michigan, Ann Arbor, Michigan.

Annual Business Meeting, Banquet Hall, Ninth Floor, 4:30 P.M.

Election of members of the Board of Directors, report of the Secretary, and other business.

Annual Dinner, 6 P.M.—Reservations must be made in advance.

FRIDAY EVENING, NOVEMBER 26

SECTION MEETINGS, 8:00 P.M.

Elementary-, Normal-School, and Library Sections, Club Room No. 1, Mezzanine Floor

The Teaching of Oral English—ELEANOR M. LALLY, School of Education, University of Chicago, Chicago, Illinois; ABBIE LOUISE DAY, University of Cincinnati, Cincinnati, Ohio.

Children's Use of Books and Libraries:

- a) Some Possibilities—MRS. GERTRUDE REYNOLDS, Junior High School, Charleston, West Virginia.
- b) Training for Library Work with Children—EFFIE L. POWER, Carnegie Library, Pittsburgh, Pennsylvania.

College Section, South Parlor

Some Ways in Which Our Teaching of Composition Is Ineffective—NATHANIEL W. BARNES, DePauw University, Greencastle, Indiana.

Functioning Composition through a Study of the Necessary Vocations—F. W. REYNOLDS, University of Utah, Salt Lake City, Utah.

Do Thought Courses Produce Thinking?—JOSEPH M. THOMAS, University of Minnesota, Minneapolis, Minnesota.

High-School Section, Banquet Hall, Ninth Floor

Co-operation in Teaching English—THOMAS H. BRIGGS, Teachers College, Columbia University, New York City.

Student Newspaper Work—HARRIET A. LEE, New Trier Township High School, Kenilworth, Illinois.

Newspaper Week—W. E. DEMORIER, High School, Erie, Pennsylvania.

A Symposium of Experience—EDWIN L. MILLER, Principal, Northwestern High School, Detroit, Michigan; R. T. CONGDON, State Inspector of English, Albany, New York.

Library Section, Room 230

Chairman: DELIA C. OVITZ, State Normal School, Milwaukee, Wisconsin

The Service of the Library in a Teachers' College—E. R. BARRETT, State Normal School, Emporia, Kansas.

Discussion of the topic with reference to other types of institutions by other speakers.

SATURDAY FORENOON, NOVEMBER 27

General Session, Banquet Room, Ninth Floor, 9:00 A.M.

Unfinished business.

Reports of committees.

The Ideal High-School Library—EMMA BRECK, University High School, Oakland, California.

Ultimate Purposes and Higher Values—W. N. C. CARLTON, Librarian, Newberry Library, Chicago, Illinois.

Shakespeare in School and the Tercentenary—PERCIVAL CHUBB, Director, Ethical Culture Society, St. Louis, Missouri.

Luncheon reservations must be made in advance.

SATURDAY AFTERNOON, 2:00 P.M.

South Room, Ninth Floor

Conference on the training of high-school teachers of English. Chairman, ELLEN F. GEYER, State University of Iowa, Iowa City, Iowa.

NOTES.—A high-school library exhibit is being prepared by Mary E. Hall, of the Girls' High School, Brooklyn, New York, and an exhibit of ideal classroom equipment by Adah G. Grandy, of Deerfield Township High School, Highland Park, Illinois.

All members should bring their cards of membership with them or secure duplicates as soon as possible after reaching headquarters.

ANNUAL CONVENTION OF THE NATIONAL ASSOCIATION OF ACADEMIC TEACHERS OF PUBLIC SPEAKING

The first annual convention of the National Association of Academic Teachers of Public Speaking will take place in the Florentine Room of the Congress Hotel, Chicago, Illinois, November 25, 26, 27. The full program appears in the October number of the *Quarterly Journal of Public Speaking*.

Among the speakers will be W. J. Kay of Washington and Jefferson College; A. M. Drummond of Cornell University; R. B. Dennis of Northwestern University; Helen Austin of Central High School, St. Paul; Dr. Redmond of the College of the City of New York; A. G. Arvold of North Dakota Agricultural College; Maud May Babcock of the University of Utah; Dr. Blanton of the University of Wisconsin; H. H. Wade of Mercersburg Academy; I. L. Winter of Harvard University;

A. V. Ketcham of Ohio State University; and Frances Tobey of Colorado State Teachers' College.

The subjects to be discussed include: "The Technique of Stage Management," "Standardization of Rules for Debating Contests," "College-Entrance Requirements in Reading and Speaking," "Improvement of Speaking Contests in High Schools," "Interpretative Presentation versus Impersonative Presentation," "The Use and Abuse of Prize Speaking," "The Establishment of a Summer School for Teachers," and "Research Problems" in these three fields: "Voice and Speech," "The Literature of Oratory," and "The Art and Science of Speech-Making."

THE ASSOCIATIONS

DES MOINES

The newly organized association in Des Moines is carrying out the following suggestive program:

SEPTEMBER MEETING

Topic: The Psychology of the Teaching of English.

Topic: Co-operation:

- A. With teachers of other subjects:
 - 1. Two grades on paper:
 - a) Indicate power of expression:
 - b) Knowledge of subject-matter.
- B. With teachers and pupils of different grades: Exchange of papers between different grades for correction, criticism, and comment of pupils and teachers.
- C. With homes: Socialized tests to carry interests over into associations out of school.

OCTOBER MEETING

Topic: Mistakes in Speech.

- A. General.
- B. Particular:
 - 1. To race.
 - 2. To locality.
 - 3. To age or grade.
- Means of correction:
 - 1. Example of teacher.
 - 2. Games to tune ears of children to correct forms.
- C. An index to the points to be emphasized in the teaching of technical grammar.

NOVEMBER MEETING

Topic: The Problem of the 7-8-9 Grades.

- A. Aims.
- B. The sentence sense.
- C. The outline—logical thinking.
- D. The topical recitation.
- E. Using children's interests and experiences to stimulate freedom and naturalness of expression.
- F. The criticism of oral and written composition:
 1. By the teacher.
 2. By the pupil himself.
 3. By the "legal judgment of his peers."
- G. The need of ideals and viewpoint on the part of pupils and teachers.

DECEMBER MEETING

Topic: The Separation of Composition and Literature.

- A. Teaching composition for effective expression.
 1. Subject-matter:
 - a) From life-interest and experience.
 - b) From newspapers and magazines.
 2. Motive.
- B. Teaching literature for appreciation.
- C. Time allotment.

JANUARY MEETING

Topic: Composition Projects.

- A. The pupil's problem:
 1. Setting the theme.
 2. The process.
 3. The oral discussion.
 4. The written theme.
- B. The teacher's problem:
 1. To follow his own assignments and compare results.
 2. To observe accepted manuscript form and uniformity in symbols of correction.

FEBRUARY MEETING

Topic: The Classic.

- A. The choice of classic; appraisal of its value.
- B. Teaching the background.
- C. The social viewpoint.
- D. Teaching technique.
- E. Oral reading and interpretation.
- F. Value and management of dramatization.

MARCH MEETING

Topic: Home Reading.

- A. Book lists suited to different ages or grades.
- B. Book lists suited to different tastes.
- C. Display of books.
- D. Use of contemporary literature including magazines and newspapers.
- E. How to interest teachers and parents in the guidance and direction of children's reading. (Ask librarians and parents to meet with teachers.)

APRIL MEETING

Topic: Standards of Attainment.

- A. What pupils ought to know and do at the end of the sixth year in school (Hosic).
- B. What high-school pupils are expected to know and be able to do upon entering the University of Wisconsin (Bulletin).
- C. Types of examinations and their influence.

NOTE.—At each meeting a bibliography will be presented for the next program.

PLANS OF THE COMMITTEE ON AMERICAN SPEECH

The National Council of Teachers of English last year authorized the appointment of a Committee on American Speech, to be made up of teachers of English and of other persons concerned with voice and speech. The intention was to form gradually a large and representative body of men and women, throughout the country, who might co-operate in rousing public sentiment to the need and the possibility of improving the American speaking voice and raising the standard of current speech usage in daily life.

No panacea for the defects of our national speech usage was looked for; no propaganda for any one "system" was contemplated. The aim was to bring into some sort of mutual understanding the many groups or classes among our people interested in the general object who have been acting, hitherto, with little or no mutual understanding or support. The number of such groups is larger than one realizes. Not only teachers of English, but teachers of many other subjects, particularly of elocution and public speaking, and of foreign languages; school executives; philologists; psychologists and physicists interested in the phenomena of speech and sound; singers and teachers of singing; actors; physicians, especially those working with the throat, ears, and lungs; dentists; writers and publicists—all these groups have direct interest in the matter, and all, in various ways, are already seeking to

better conditions. If their efforts can, to even a small degree, be brought into co-operation, the object all have at heart will be attained sooner and more effectively.

The plan of organization, as worked out after consultation with a great many persons in these various lines of activity, is briefly as follows:

1. A large general committee, loosely organized but representing in a general way the groups above mentioned, to act as an advising and consulting body, the activity of the committee to be maintained for a number of years, until, in fact, public attention has been fully roused.
2. A few standing subcommittees, for example, a committee on publicity, to secure the representation of the subject at educational and other gatherings, and in the press, and a bibliographical committee, to bring to public attention useful books and articles.
3. Special subcommittees to investigate particular phases of the general problem and report to the general committee. The number of these and the nature of their work would vary from time to time.

Professor Fred N. Scott of the University of Michigan, the first president of the National Council of Teachers of English, was prevailed upon to take the responsible position of chairman of the general committee. Professor John M. Clapp of Lake Forest College was made vice-chairman, and Professor Rollo L. Lyman of the University of Chicago, secretary. The membership of the general committee is being gathered slowly, from the various groups noted above, and it is a matter of encouragement that every person approached, in every line of activity, has enthusiastically agreed to co-operate. Among these may be mentioned Mr. Otis Skinner; Miss Katherine Everts of the University of California; Professor George Hempl and Professor R. M. Alden of Leland Stanford Junior University; Mr. Hobart C. Chatfield-Taylor and Mr. Wallace Rice of Chicago; Professor T. C. Trueblood of the University of Michigan; Professor Calvin L. Lewis of Hamilton College; Floyd S. Muckey, M.D., of New York, and Burton Haseltine, M.D., of Chicago; Shirley Gandell of the Cosmopolitan School of Music, Chicago; William H. Neidlinger of East Orange, New Jersey.

The ideas of the general committee, so far as they can be gathered tentatively from informal conference and correspondence, seem to be somewhat as follows:

- A. Adequate training of the speech, voice, and ear of the young American, particularly in the schools, is of vital importance in our national culture. This training should concern itself, not only with preparation for the more occasional and special activities of public performance, should seek not merely to secure

the adequate development of those fitted to become singers, orators, actors, but should seek above all things to raise the standard of voice and speech in daily life.

B. This object can be attained only through the active co-operation of many classes of our people—ultimately, indeed, of all Americans. A systematic campaign should be set going in every community, and in the country as a whole, to unite the efforts of all interested classes in rousing and educating public sentiment. The teachers of English do not regard this work as their peculiar task; they believe, however, that the public is ready for such a movement, and they believe the movement, once started, will find its own best leaders.

C. The direct contribution of the schools (not only through the classes in English, but through the entire school system) is threefold:

a) Training of ear and voice—and speech—through *good* instruction in reading aloud. This is the special task of teachers of English. Teachers of other subjects can help very largely to this end.

b) Training of ear and voice through *good* instruction in music, especially singing. This is the special duty of teachers of music. Teachers of English, in the elementary schools particularly, can help largely in this effort if they will co-operate.

c) Training in fluency and correctness of speech through careful and constant exercise in oral composition with *all* classes throughout the school system.

In developing the school work on voice and speech the following principles should be kept in mind:

I. Discourage speaking and singing of a “show” character in the schools: loud and elaborate singing, “stunt” elocutionary performances, formal “contests” in oratory and debating. But require moderate and varied speech, singing, and reading of everybody, without exception, and mark this work as strictly as any other school work. Notice and reward proficiency in every way possible without making the children self-conscious.

II. For most of the pupils the positive instruction should be gentle, gradual, almost unconscious, but continuous. In reading and talking, and singing as well, the child’s attention should be directed to the thought and feeling of the matter to be expressed, not to the points of technique. For pupils notably deficient from any cause, there should be a special “hospital corps” to furnish the special instruction needed by their cases. In the course of a few years, when all children are given the systematic general care proposed, the number of such abnormal cases will be comparatively few.

III. Harsh or loud tones should be discouraged, alike in pupils and in teachers. It would be a happy consummation if the practice of “rooting,” so harmful to the voice, could be stopped, or lessened, but after all an occasional

vocal "spree" of "rooting" hurts the voice less than continual harshness, whining, mumbling, in daily life. The teacher's peculiar duty is to lead the way by example even more than by precept. Before many years it is going to be difficult for a man or woman of unpleasant or inadequate voice or speech to get or hold a job as a teacher of English. New York state is already moving in this direction. The teacher should "clean his own doorstep."

Give attention first of all to *tone*—that it shall be quiet, pleasant, clear—and to distinctness; then to faults of dialect and local usage, in utterance and pronunciation; then to variety of inflection, etc. Especially try to connect as much as possible the work in speech and reading with the work in singing.

The foregoing is not put out as a formal platform, but merely as an indication, in a general way, of the points which should be touched in discussing, before educational and other gatherings in the immediate future, the aims and scope of the campaign for better American speech. How to bring about co-operation among interested classes seems the question of immediate importance. Other questions—and the subject bristles with them—can be settled better when the movement, which is now only starting, has got going, and public intelligence begins seriously to attend to the problem.